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ABSTRACT

The purpose of the career activities presented in this manual is to help students decide on the training they would like to pursue as Comprehensive Employment and Training Act (CETA) participants. Although the manual is specifically designed for use in CETA programs, it can be used in any career exploration program. The activities are divided into six sections: (1) identifying values; (2) identifying job values; (3) identifying skills; (4) assessments; (5) exploring jobs; and (6) setting goals. The job-planning summary provides worksheets for students to record the information they learn from the activities including the values and skills they possess or would like to learn, the vocational tests and inventories they have taken, the jobs they have explored, and the personal goals they have identified. The instructions for each activity include purpose, materials and amount of time needed, detailed procedures for completing the activity, and followup. Worksheets are included for most of the activities. (DC)

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Job Planning Manual and Summary

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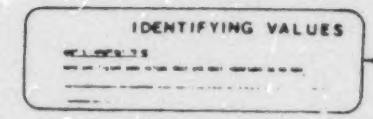
CETA JOB PLANNING MANUAL



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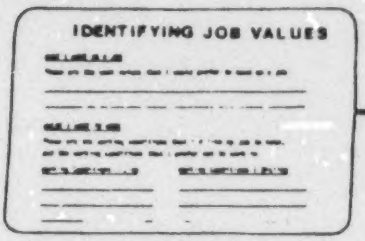

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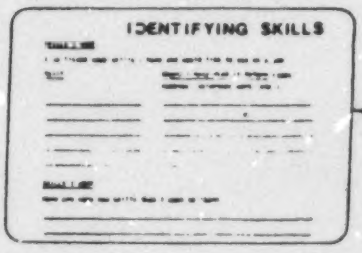

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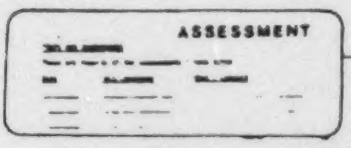

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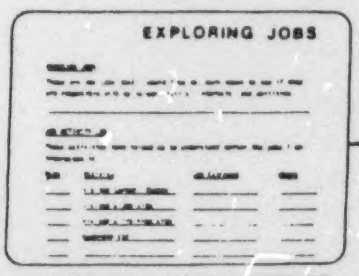

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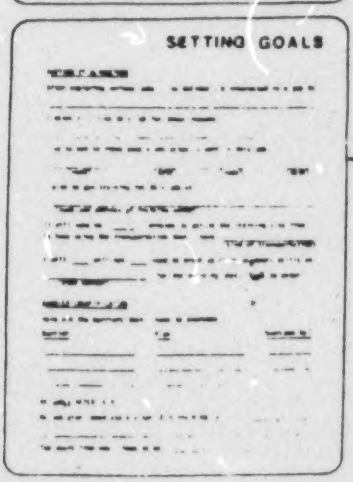

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CETA

JOB PLANNING

SUMMARY

CETA

JOB PLANNING

SUMMARY

This is my CETA JOB PLANNING SUMMARY. As I participate in various career activities, I will fill in the information I have learned from them. This information will help me to decide on the training that I would like to enter while I am a CETA participant. I know that my counselors and job developers will help me in my decision-making so that I will select a job that I am interested in and which will utilize my skills.

Name _____ Date _____

Counselor _____ Job Developer _____

IDENTIFYING VALUES

WHAT'S IMPORTANT TO ME

Here are listed some values that are most important to me now.

_____

_____

IDENTIFYING JOB VALUES

WHAT I WANT IN A JOB

These are the work values that I would prefer to have on a job.

_____

_____

WHERE I WANT TO WORK

These are the working conditions that I'd like my job to have, and the working conditions that I prefer not to work in.

Working Conditions I Like	Working Conditions I Dislike
_____	_____
_____	_____
_____	_____

IDENTIFYING SKILLS

SKILLS I HAVE

I've listed some skills I have and would like to use on a job.

Skill	Where I Have Used It Before (jobs, hobbies, volunteer work, etc.)
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

SKILLS I WANT

Here are some new skills that I want to learn.

_____

_____

ASSESSMENT

TESTS AND INVENTORIES

These are results of the assessments I have taken.

Date	Test/Inventory	What I Learned
_____	_____	_____
_____	_____	_____
_____	_____	_____

EXPLORING JOBS

CHOOSING JOBS

These are the jobs that I would like to learn about to see if they are compatible with my values, skills, interests, and abilities.

_____

JOB ACTIVITY LOG

These activities have helped me to understand better the jobs I am interested in.

Date	Activity	Job Explored	Where
_____	visited career library	_____	_____
_____	visited a job site	_____	_____
_____	visited a training site	_____	_____
_____	examined ESA	_____	_____
_____	_____	_____	_____

SETTING GOALS

PUTTING IT ALTOGETHER

After exploring various jobs, I've decided I'm interested in a job in

_____

I think I'll like this job for these reasons:

_____

I've talked to these people who actually work in this job:

_____ _____ _____ _____
(name) (date) (name) (date)

I plan to get training for this job at:

_____
(name and address of training school)

It will take me _____ minutes to get to the training site from my home using the transportation that I have: _____
(kind of transportation)

I will _____ will not _____ need to brush up on my academic skills at

_____, for the training that I want to enter.
(BSBU Center)

BARRIER IDENTIFICATION

Here are the barriers that I have to overcome.

Barrier	Plan	Overcome by?
_____	_____	_____
_____	_____	_____
_____	_____	_____

MY GOALS AFTER CETA

My job plan immediately after CETA training is _____

_____

Two years from now I hope to be _____

_____

CETA

JOB PLANNING

MANUAL

IDENTIFYING VALUES

Activities

1. Coat of Arms
2. Fifteen Things I Enjoy Doing
3. Graphic Interviews
4. Name Tag Exercise
5. Lifeline
6. _____
7. _____

Other Resources

1. _____ _____
2. _____

COAT OF ARMS

Purpose: By sharing a little of themselves with others, clients will learn about their values. This will enable them to make better job choices. This activity is appropriate to use at the beginning of group counseling because clients get to know each other and become more comfortable in the group.

Materials: *Coat of Arms* worksheet; colored pens or pencils, large sheet of paper or a chalkboard.

Time: Approximately forty-five minutes.

Procedure:

1. Discuss with clients what a coat of arms is. *In olden times, many people had their own coats of arms which reflected their background, beliefs and dreams. This is an opportunity for clients to create their own coats of arms.*

2. Give each client a copy of the *Coat of Arms* worksheet. Explain that they will be filling in the shield mostly with pictures and not with words. Emphasize to them that this is not an art contest - as long as the client knows what the drawings mean, that's all that is important. To demonstrate this, do an example of one of the sections on a chalkboard or large sheet of paper so that the whole group can see. *Use stick figures in the sample drawing to indicate to clients that any type of artwork is accepted.*

3. At this point, break the group into pairs. Explain that they are to interview each other and draw the other person's answers on the worksheet. Clients will draw their partner's coat of arms--not their own. Ask them to encourage their partners to give specific answers and to draw them out as a person would do if he/she were interviewing someone for a job. *This exercise gives clients an opportunity to practice responding to interviewing questions.*

4. After the *Coat of Arms* worksheets are completed, bring the group back together again and have partners sit together. Explain that clients will introduce their partners to the whole group by sharing the coat of arms which they drew for them. Their partners can help them if they forgot what they drew or if they need held explaining.

Follow-up:

1. Discuss with clients what their reactions were to the exercise:
   - Did you enjoy the exercise?
   - What did you learn from this exercise?
   - Do you feel you know members of your group better?
   - What are some words that told you a lot about a group member?
2. This exercise is a good introduction to the job exploration process because it has clients identify some of their values (Sections 2, 4, 5, 6), some skills (Section 1), and a job to explore (Section 2). After this exercise, clients are ready to examine these areas in more detail.

Variations:

1. Instead of doing the activity in pairs, have the clients do their own. After completing the exercise, each client will introduce him/her self to the group.
2. After the exercise, have clients post their coats of arms on the walls or a bulletin board. Clients can walk past them and ask individual questions of the artist.

C O A T o f A R M S

Without concern for artistic results, fill in the six areas of the drawing below to make your own personal "coat of arms".

1. Draw two things you do well.

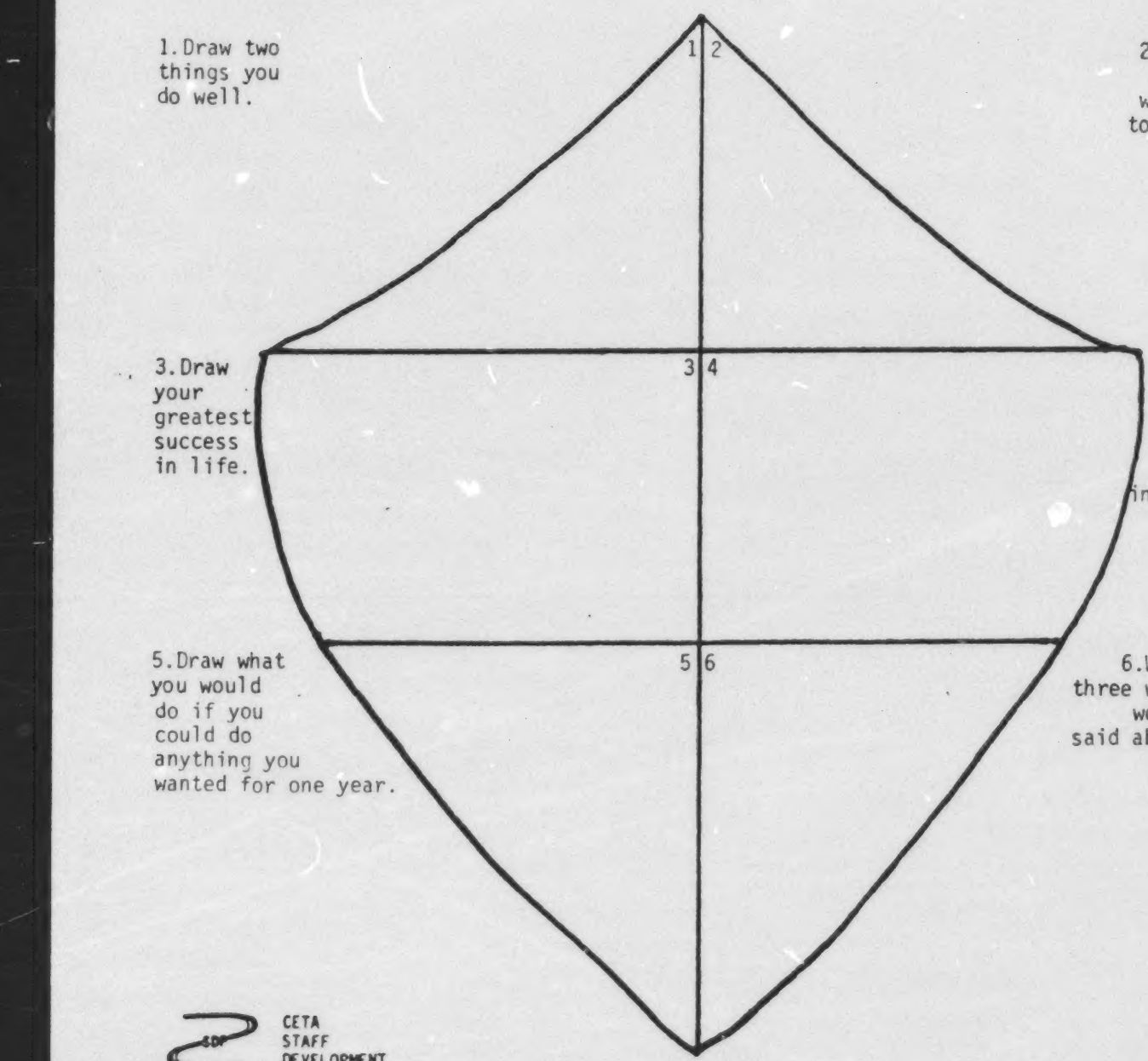
2. Draw the job you would like to work at.

3. Draw your greatest success in life.

4. Draw the three people most influential in your life.

5. Draw what you would do if you could do anything you wanted for one year.

6. Write the three words you would like said about you.



CETA STAFF DEVELOPMENT

FIFTEEN THINGS I ENJOY DOING

Purpose: Values are those beliefs and attitudes on which people base their opinions, decisions and action. By making value judgments about activities they enjoy doing, clients will become aware of their personal values and how the values effect their behaviors and their job choices.

Materials: 8½"x11" paper and pencil for each client.

Time: Approximately twenty minutes.

Procedure:

1. Have clients write the numbers "1" to "15" down the middle of an 8½"x11" piece of paper. In the space to the right of the numbers have each client make a list of 15 things he/she enjoys doing. Give clients about five minutes to complete their lists. *Offer an example or two of your own to get them started. It is all right if a person has fewer than fifteen or more than fifteen items on the list.*

2. When the lists are completed, instruct the clients to use the lefthand side of their papers to code their lists in the following ways: *(Note - any more than 5 or 6 codings at one sitting is generally too much.)*

   a. Place "$" by any item that costs more than $5 each time you do it.

   b. Place "P" next to each item you prefer doing with PEOPLE. Place "A" next to items which you prefer doing ALONE.

   c. Place "D" next to those activities which involve DATA. *For example, reading a book.*

   d. Place "T" next to those activities which involve working with THINGS. *For example, fixing cars, sewing, cooking, etc.*

   e. Place "1" through "5" beside the five activities you enjoy the most. The most enjoyed activity should be numbered "1"; the second, "2"; etc.

Follow-up:

1. After completing the exercise, ask clients - "What did you learn about yourself?" *This question may be asked of the whole group or in groups of two where clients share their answers with a partner.*

2. Have the clients examine their lists:

   - How many of your activities cost over $5, especially those in your top five choices? *These findings may be important to them in selecting an occupation--if many of their activities cost money, then they should choose a job that will pay enough to cover the costs.*
   - How many of your activities involve Data, People, or Things? *Have the clients compare this information with the D.O.T. codes of the jobs they are interested in.*

3. Ask clients "What is a value?" *Explain to clients that it is necessary to identify and clarify values because personal values and behaviors effect the choices of life style and jobs that a person selects.*

Variations: Other ideas may be added to the coding system. Here are some codes that may be used:

1. Go through your list and indicate the date you did it last.
2. Place "PL" next to those items which require PLANNING.
3. Place "MT" next to those items that you want to devote MORE TIME to in the years to come.
4. Place "AB" next to each item which requires PHYSICAL ABILITIES.
5. Place "F" next to the items on your list you think your FATHER might have had on his list if he had been asked to make one at your age. Place "M" next to those your MOTHER might have chosen.

GRAPHIC INTERVIEWS

Purpose: This is an exercise to be used early in the group counseling process because it gets clients talking together about job-related concerns and builds a sense of shared purpose for future workshops. It helps clients develop interviewing skills. Because this exercise is done primarily with words and pictures it is especially effective with learners who have poor writing skills.

Materials: Large sheets of paper for each client, colored pens or crayons and *Questions for Graphic Interviews* worksheet.

Time: Approximately one and one-half hours.

Procedure:

1. Have clients introduce themselves to the group and tell what they would like to get out of participation in the group. It helps and causes some humor if you have clients repeat the names of those who have introduced themselves before them, e.g. "I'm Mary, that's John, Joe, and Susan". Clients start interacting with each other and begin to feel more comfortable in the group.

2. Explain that you will be doing an exercise involving interviews. Ask clients for their ideas of what an interview is.

3. Give a dictionary definition of "interview", such as Webster's "a meeting of people face to face, as for evaluating a job applicant". Stress the literal idea of two parties looking at each other (inter-view).

4. Ask for a volunteer to demonstrate with you the process of the graphic interview. Write the volunteer's name at the top of a large piece of paper and, with a colored pen, sketch answers to the following questions: (See example.)

   a) What activities do you enjoy most?

   b) What are some strengths/qualities you can brag about?

   c) What about yourself would you like to improve?

d) For what reasons do you want a job?

e) Describe your ideal job.

f) If you were doing a survey, what three jobs would you like to explore?

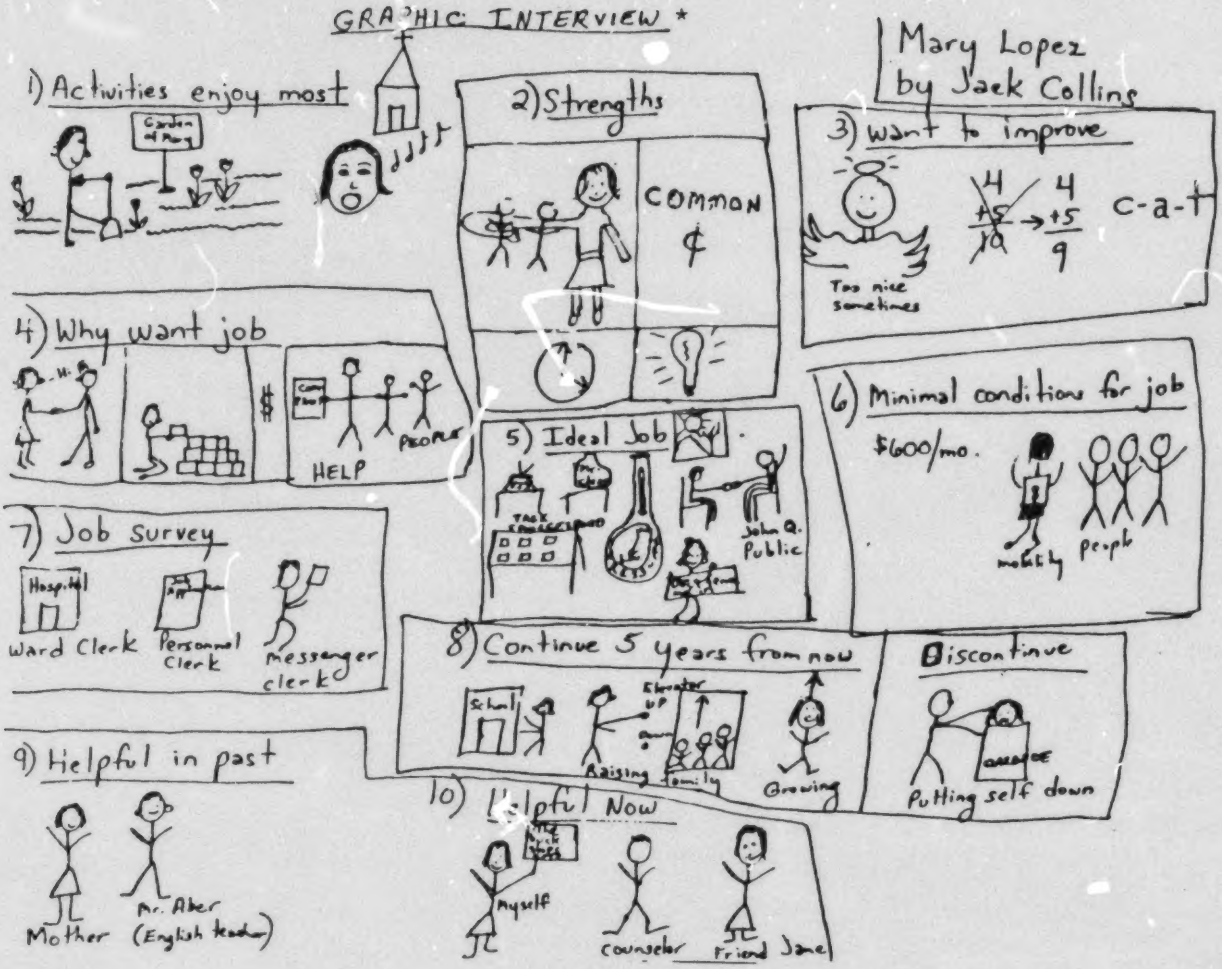
g) What are you doing now that you want to continue doing five years from now?

5. Have clients pair off. Give them each a sheet of paper, colored pens, and the worksheet *Questions for Graphic Interviews*. Have them write their partner's name in the upper right hand corner and "Interviewed by" with their name underneath. Give each partner fifteen minutes to interview the other. Circulate while interviews are going on to help clients conceptualize and symbolize each other's statements. If they can't think of how to draw abstract ideas such as dependable and responsible, ask them to think of specific situations in which they demonstrated the quality, e.g. in a volunteer job, with friends, in a training program, etc. *You may have to decrease the number of questions depending on the time allowed.*

6. Have clients meet as a whole group. Each partner will introduce his/her partner to the rest of the group by explaining the pictures they have drawn in response to the questions they have asked. *The pairs should work as a team, helping introduce each other to the group.*

Follow-up: Ask for feedback of client's reactions to the exercise.

- Did you think of yourself in new ways?
- Did you enjoy it?
- How did you feel as an interviewer? As an interviewee?
- Do you feel you know the members of your group better?



*From ACE Counseling Manual, L. M. Kurtz, 1977

CETA
STAFF
DEVELOPMENT

QUESTIONS for GRAPHIC INTERVIEWS

1. What activities do you enjoy most?

2. What are some strengths/qualities you can brag about?

3. What about yourself do you want to improve?

4. For what reasons do you want a job?

5. Describe your ideal job.

6. If you were doing a job survey, what 3 jobs would you like to research?

7. What are you doing now that you want to continue doing 5 years from now?

NAME-TAG EXERCISE

Purpose: A brief introductory exercise which focuses on identifying values and making decisions.

Materials: 3"x5" index card for each participant, straight pins, pens or pencils, and a large sheet of paper or chalkboard.

Time: Approximately fifteen minutes.

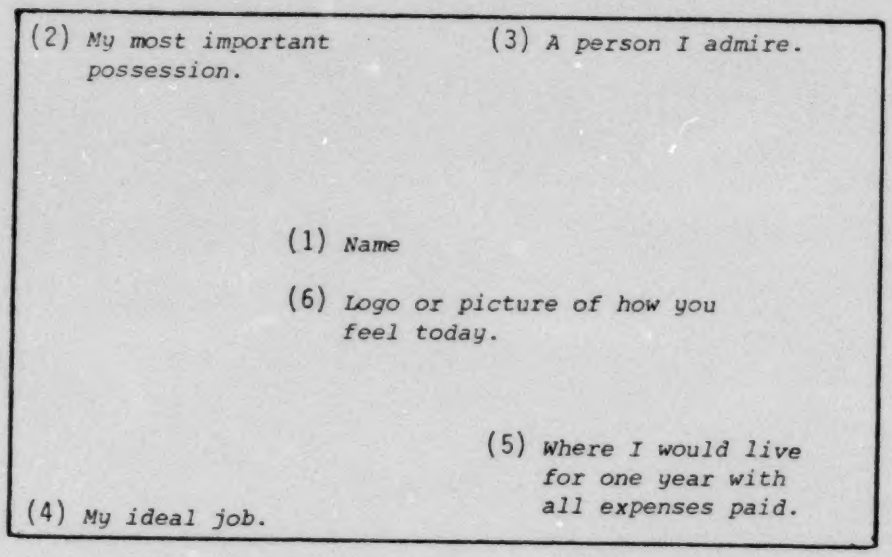
Procedure:

1. Have clients fill in the information on their index cards as indicated on the next page. Draw a rectangle on a large sheet of paper or a chalkboard to represent the 3"x5" index card. Using this card, indicate where the clients are to write their responses as each question is asked. Allow only 45 seconds to one minute for participants to record their responses to each of the following questions. *This is meant to be a short exercise during which clients put down the first responses which come to mind.*

    1. Write your name as you like to be called.
    2. What is your most important possession?
    3. Who is a person you admire?
    4. What is your ideal job?
    5. Where would you live for one year if all your expenses were paid?
    6. Write a logo or draw a picture of how you feel today.

2. Have clients pin their cards on themselves and wear them for the rest of the day's session.

3. Give clients five minutes to walk around and see how others responded to the questions. This process will allow the group members to introduce themselves and learn more about one another.


(2) My most important possession.
(3) A person I admire.
(1) Name
(6) Logo or picture of how you feel today.
(5) Where I would live for one year with all expenses paid.
(4) My ideal job.

Follow-up: Discuss with clients what their reactions were to the exercise.

- How did you feel about the exercise?
- How did you feel about having to make decisions in a very short period of time?
- Do you feel you know someone in the group a little better as a result of this exercise?

LIFELINE

Purpose: Goal setting and the accomplishment of those goals is an important concept for CETA participants to understand. This exercise will have the clients look at their whole life span --past, present and future--and the critical decisions they have made in it.

The emphasis of the exercise is on the personal responsibility clients have in influencing, or not influencing, their lives and the importance of goal setting to their future.

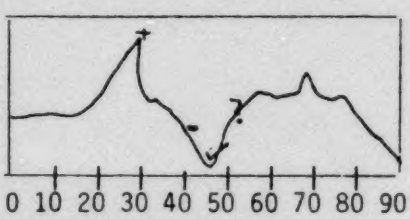
Materials: *Lifeline* worksheet and pencils.

Time: Approximately thirty minutes.

Procedure:

1. Introduce the concept of lifelines as a graphic representation of decisions that clients have made during their lives and the goals they hope to achieve. Reassure the clients that there are no right or wrong approaches to charting their lives. It is important to remind clients that they should respond honestly so that the exercise will be significant to them.

2. Have clients complete the *Lifeline* worksheet, charting their lives from beginning to end using a line to represent highs and lows. Draw a sample business progress chart to show clients how to draw their lifelines. Have clients indicate year segments on the bottom line of the box (see example). Avoid telling clients how to draw their lifelines or when they should end. These are decisions that each client has to make.



3. After drawing their lifelines, have the clients code the worksheet to indicate critical decisions in their lives.

4. When they have completed their lifelines, have them respond to the statement, *"My lifeline looks like this because . . . . "*

Follow-up:

1. After clients have shared their drawings and responses, bring them back together and lead a discussion with the whole group. Discussion questions may include:

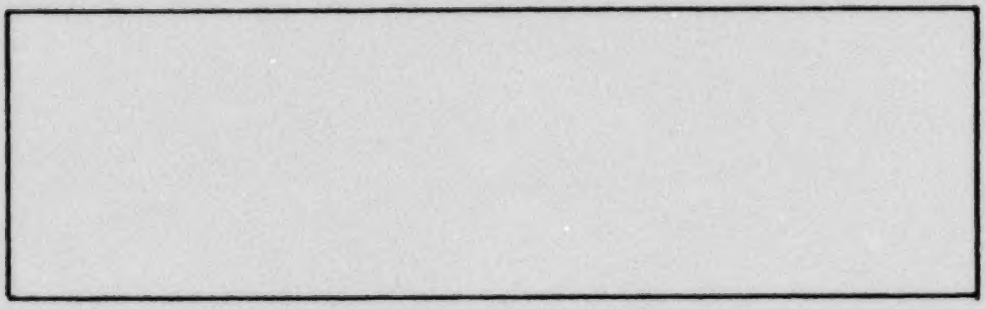
   - What have you discovered about yourself? *Recurring answers to this question reflect the recognition by clients that although they are unique individuals, there are many similarities of personal major events among group members.*
   - Why is it important to set goals throughout our life? *Our goals determine our actions in life. The emphasis of this discussion should be on the personal responsibility one has for influencing, or not influencing, the major events of one's life. With this recognition, comes an awareness of the importance of goal setting to ensure control over one's future.*

2. After completing this exercise, clients should understand the importance of setting goals while they are CETA participants and their personal responsibility to accomplish those goals.

LIFELINE

A lifeline is a graphic representation of decisions, events and actions that influence one's life. Most lifelines differ from one person to another because we are each shaped by different events and decisions.

1. In the lifeline chart below, let the left edge of the box represent the beginning of your life, and the right edge represent the end of your life. Using the pattern of a business progress chart, draw a line in the box that represents your past, present, and future.



2. After you have drawn the line:

   Place (✓) to indicate where you are now.

   Place (+) at the point of the best decision you made.

   Place (-) at the point of the worst decision you made.

   Place (?) where you see an important decision coming up in the future.

3. Now that you have a graphic representation of your life, write a response to the following statement:

   My lifeline looks like this because . . . . . .

IDENTIFYING JOB VALUES

Activities

1. Work Values Checklist
2. What Do You Look For in a Job?
3. Work Situation Checklist
4. _____
5. _____

Other Resources

1. _____
2. _____

WORK VALUES CHECKLIST

Purpose: Our work values greatly influence our job preferences. This activity helps clients to determine their work value preferences. By examining these work values, clients will be able to be more selective about choosing jobs that are compatible with their values.

Materials: *Work Values Checklist.*

Time: Approximately thirty minutes.

Procedure:

1. Discuss with clients what is meant by "work values". *These are values that one desires on a job and feels are needed for one to be happy and satisfied at work.*
2. Have clients complete the *Work Values Checklist.* Emphasize to them that they are to do it as they feel now, not as they will feel at sometime in the future.
3. At the bottom of the worksheet, have them prioritize the three most important situations they would look for on a job.

Follow-up:

1. Share with clients the idea that they should consider their values when making a job choice, even though they may never find a job that meets all their work values.
2. Discuss with clients the information gained from completing the worksheet.
   - Why is it important to consider your work values when selecting a job?
   - What did you learn about yourself?
   - Do the jobs that you are considering have the work values that you prefer? *If clients are unsure, have them visit a job site, speak with a worker on the job or visit a training site and talk with an instructor.*
3. Have clients list jobs consistent with their work values. Example: Helping others - nurse aide, policeman, dental assistant, etc.

WORK VALUES CHECKLIST

Very Important	Important	So-So	Not Too Important	Not At All Important	
					Directions: To the left of each value listed below,
					Directions: To the left of each value listed below, place an "X" in the box which shows the importance of the value to you. Answer as you feel now, not as you think you should feel or will feel at some time in the future.
					1. Working with people I like
					2. Being my own boss
					3. Having a steady job
					4. Making decisions and supervising others
					5. Being well paid
					6. Helping others
					7. Doing exciting things, sometimes involving risks or danger
					8. Working in pleasant surroundings
					9. Working alone most of the time
					10. Accepting heavy responsibility
					11. Influencing and convincing others
					12. Having people look up to me
					13. Inventing, designing or developing new ideas and things
					14. Having time for my family
					15. Receiving a sense of well being from doing a job well done
					16. Having other people around
					17. Doing work that I enjoy, that is interesting to me
					18. Working in a job that offers a chance for promotion
					19.

List the THREE most important values you would look for in a job.

1. _____

2. _____

3. _____

WHAT DO YOU LOOK FOR IN A JOB?

Purpose: The factors that we look for in a job influence our choices. This activity enables clients to determine their work values and work situation preferences and prioritize those they desire most. By examining these, clients will have a better basis for making job choices that are compatible with their needs.

Materials: *What Do You Look For in a Job?* worksheet.

Time: Approximately forty minutes.

Procedure:

1. Discuss the concept of work values with clients. *These are values that one desires on a job and feels are needed for one to be happy and satisfied at work.*
2. Have clients complete the *What Do You Look For in a Job?* worksheet. Explain to them that if there are values or situations which are important to them and not on the list they can be added.
3. At the bottom of the worksheet, have the clients fill in the five most important things that they look for in a job.

Follow-up: After clients complete the worksheet, discuss the following questions with them:

- Why is it important to consider those work values and situations that are important to you when selecting a job?
- Is it possible to find a job that satisfies all your desires? *Clients should understand that few jobs satisfy all one's desires.*
- Do the jobs that you are interested in have the working conditions that you prefer? *If the client does not know what they are for the job they are interested in, have them read about the job in the Occupational Outlook Handbook or a similar career resource, visit an actual job site, and/or visit the training site and talk with the instructor.*

- Why might some people endure unpleasant working environments rather than change jobs? *Clients should understand that sometimes people sacrifice one value for another in certain situations. For example, a person who values working close to home, may be willing to accept a lower salary for a conveniently located job.*

WHAT DO YOU LOOK FOR IN A JOB?

Mark the things that you want on a job in the appropriate column according to whether you always want them, sometimes want them, or never want them on a job.

	always	sometimes	never		always	sometimes	never
make a lot of money	___	___	___	being well known	___	___	___
chance to be alone	___	___	___	clean place to work	___	___	___
security	___	___	___	do many different things	___	___	___
sell things	___	___	___	set your own hours	___	___	___
indoor work	___	___	___	eight to five work	___	___	___
outdoor work	___	___	___	meet many new people	___	___	___
lot of writing	___	___	___	feel you are helping people	___	___	___
lot of math	___	___	___	chance to move up	___	___	___
reading	___	___	___	make beautiful products	___	___	___
shift work	___	___	___	work with your hands	___	___	___
new tools	___	___	___	same duties every day	___	___	___
being your own boss	___	___	___	work with your mind	___	___	___
quiet place to work	___	___	___	sit down to do your work	___	___	___
teaching others	___	___	___	having to come up with new ideas	___	___	___
work at your own pace	___	___	___	to be told what to do	___	___	___
wearing dressy clothes	___	___	___	work involving risks or danger	___	___	___
physical work	___	___	___	commute more than 30 minutes	___	___	___

Name some of your own: _____

List the FIVE most important things that you look for in a job.

1. _____ 2. _____ 3. _____

4. _____ 5. _____

WORK SITUATION CHECKLIST

Purpose: Few people have the ideal job that offers all the work situations that they desire. However, some jobs have more to offer than others. This activity helps clients to examine their preferences regarding work situations. By recognizing these personal preferences, clients will be in a better position to make job choices.

Materials: *Work Situation Checklist* worksheet.

Time: Approximately thirty minutes.

Procedure:

1. Discuss what is meant by work situations or working conditions. *Work situations and working conditions are the environment and surroundings in which one works.*
2. Have clients complete the *Work Situation Checklist.* Emphasize that they are to answer as they feel now, not as they think they should feel or as they may feel at sometime in the future.
3. At the bottom of the sheet, have them prioritize the three most important situations they would like in a job.

Follow-up:

1. Discuss with clients the information generated from this worksheet. *Although they will probably never find a job with all the work situations they desire, they still should know what they are as they consider job choices.*
   - Why is it important to consider the situations that you will work in/on a job?
   - Do the jobs that you are interested in have the working conditions that you prefer? *If clients do not know what the working conditions are for the job they are interested in, have them read about it in the Occupational Outlook Handbook or a similar career source, visit a job site, or visit the training site and talk with the instructor.*

- Why might some people endure unpleasant working conditions rather than change jobs? *Clients should understand that sometimes people sacrifice one value for another in certain situations. For example, a person who values a well paid job may be willing to commute an hour to work for a high salary.*

2. Have clients list jobs which are likely to occur in the work situation they prefer. For example, sitting often at a desk or machine--typist, drill press operator, factory worker, keypunch operator.

WORK SITUATION CHECKLIST

Directions. To the left of each situation listed below, place an X in the box which describes your feelings about each situation. Answer as you feel now, not as you think you should feel or will feel at some time in the future.

A situation I would like to work in	Could adapt to the situation	Am not sure about the situation	Would be difficult to adapt to the situation	A situation I would like to avoid	
					1. Working in noise and confusion
					2. Meeting new people frequently
					3. Doing detail work with care
					4. Planning ahead carefully
					5. Sitting at a desk or machine
					6. Following an established routine
					7. Meeting new problems and situations daily
					8. Working under pressure
					9. Working at own pace
					10. Working in extremes of heat or cold
					11. Wearing dressy clothes
					12. Performing a variety of tasks
					13. Doing mostly physical work
					14. Concentrating on a single task
					15. Doing mostly mental work
					16. Working weekends and/or split shifts
					17. Commuting more than 30 minutes to work
					18. Working for a small company
					19. Working for a large company
					20.

List the THREE situations you would prefer:

1. _____
2. _____
3. _____

IDENTIFYING SKILLS

Activities

1. Nine Dots
2. Skills Identification
3. Identifying My Skills (Brief)
4. Vocabulary Building
5. _____
6. _____

Other Resources

1. _____
2. _____

NINE DOTS

Purpose: As clients begin the skills identification process, they need to accept that transferable skills are different from job-specific skills. This quick, fun, warm-up exercist encourages clients to think creatively to solve problems.

Materials: *Nine Dots* worksheet, *Cake* worksheet, chalkboard or large sheet of paper.

Time: Approximately fifteen minutes.

Procedure:

1. Distribute copies of the *Nine Dots* worksheet to clients. After reinforcing the instructions on the worksheet, have clients complete the exercise. Give them only a few minutes to work the exercise to prevent frustration.

2. Ask if anyone solved it. If someone did, have them show the rest of the group how they did it. If no one solved the problem, illustrate to the group on a chalkboard or large sheet of paper how to solve it (see answer on next page).

3. Give clients a copy of the *Cake* worksheet and allow them a short period of time to work on it.

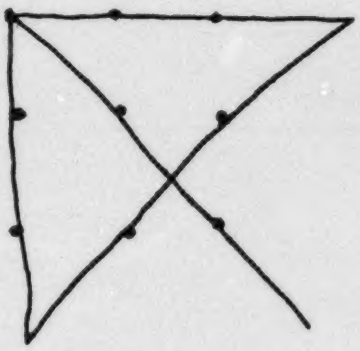
4. Again ask if anyone solved the problem. If someone did, have them draw the answer on a chalkboard or large sheet of paper for the whole group. If not, supply the answer. (see answer on next page). *Usually someone in the group will solve this problem after observing the answer to the Nine Dots exercise.*

Follow-up:

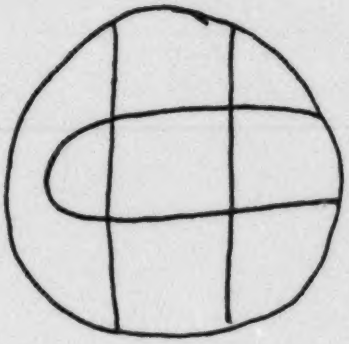
1. Discuss with clients what blocked them from solving the problem. *Clients will often respond with, "I didn't know I could draw lines outside the dots", "I didn't think of doing that", or "I always cut cakes in straight lines". Most people usually do not think creatively.*

2. Introduce the idea that when we identify our skills we also need to think creatively and unconventionally. After this exercise, it is appropriate to begin the process of skills identification, emphasizing that all our skills should be included.

Answers



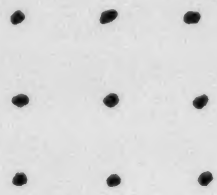
NINE DOTS EXERCISE



CAKE EXERCISE

NINE DOTS EXERCISE

Without lifting your pencil from the paper, draw four straight, connected lines (or fewer, if you can) which will go through all nine dots, but through each dot only once. After you have tried two different ways, ask yourself what restrictions you have set up for yourself in solving this problem.



CAKE EXERCISE

In the space below draw a circle to represent a cake. Then show at least one way you could, by making only three cuts, get at least eight pieces. (Better leave yourself room to draw more than one cake!)

SKILLS IDENTIFICATION

Purpose: We all develop skills throughout our lives. This activity will demonstrate that point to clients. It will teach them a process for identifying and categorizing skills so that appropriate jobs and environments can be targeted. It will also enable clients to enhance their self-esteem by focusing enthusiastically on what they can do.

Materials: *Five Accomplishments* worksheet, pencils, large sheet of paper or a chalkboard.

Time: Approximately one hour and forty-five minutes.

Procedure:

1. Often clients do not realize that they have developed marketable skills in leisure or non-paid settings. These are important skills to identify. Often clients do not realize that they have developed marketable skills which are transferable across jobs. These are also important to identify.

   Define the words "skill", "job-specific skill", and "transferable skill" with clients. Let the group generate them rather than defining the words yourself.

2. Have clients list examples of job-specific skills and transferable skills.

3. Client are now ready to begin identifying the skills they possess. Ask clients to think of something that they really enjoyed doing. It can be anything and it could have happened yesterday or five years ago. At this point, ask someone in the group to share a story, or if no one volunteers, provide a story yourself. Write on paper or chalkboard the steps described in the activity. The example will indicate to clients that they are to be very detailed when writing down their story (see example).

4. Ask the group to identify the skills they heard demonstrated in the activity. List the skills on a sheet of paper or chalkboard

5. Explain to the clients that they will go through their own process like the one just demonstrated. Have them recall five accomplishments they really enjoyed doing and write them down.

6. Have clients choose one accomplishment from their list that they would like to describe in detail to other group members.

7. Have clients meet in groups of three. Explain that one person will relate his/her accomplishment while the other two will write down the skills they hear used. When the describer finishes, he/she will tell what skills he/she believed were used and the listeners will relate what skills they heard. They will then switch roles so that each person has the opportunity to read a description of an accomplishment and to listen for skills used. Circulate while clients are doing this activity to help them identify the skills used in the accomplishment stories.

8. Bring the group back together and distribute the *Five Accomplishments* worksheet.

9. Have clients write a short, descriptive name for their story at the top of the worksheet next to number one. Under that column have them check off in the appropriate boxes all the skills they used in their accomplishment story. *Multiple checkmarks in a box are allowable and hopefully will occur since that will indicate to the client where his/her strengths are.*

10. Encourage clients to work on this process at home using their other accomplishments. Have friends or family help them identify the skills used. More stories increase the number of skills checked on the worksheet and validate the client's strengths.

Follow-up: Now that clients have listed their skills they are ready to begin identifying jobs that they would like to explore. At this point it is appropriate also to have them identify the work values and work environments that they desire on a job. This information, added to the knowledge that they have of their skills, should help them better define jobs in which they would like to work. *Clients should feel good about themselves after completing this exercise because it has shown to them that they do possess skills and, if needed, they have the ability to learn new ones. Thus, they should be excited about beginning the process of job exploration.*

SKILLS IDENTIFICATION *(continued)*

Variations: 1. At the beginning of the next group session, have clients relate one more accomplishment story in triads, identify the skills used, and check them off on the *Five Accomplishments* worksheet. This provides clients with at least two accomplishment stories plus any others they analyzed at home. *Clients are often enthusiastic the next session because they have had time to think about the skill identification process. They usually have an accomplishment story that they did not relate before but are anxious to share with group members.*

2. When clients are in small groups, instead of having them describe one story, have they describe three stories and identify the skills used. *This adds one hour to the activity time.*

Buying First Car

- figured out how much I had to spend
- shopped around to compare cars and prices
- asked a friend for advice
- decided on the car to buy
- checked the car very carefully to see if it was in good condition

SKILLS

- mechanical ability
- ability to research and compare
- ability to make decisions
- observent
- budgeted money
- ability to inspect carefully

IDENTIFYING SKILLS

FIVE ACCOMPLISHMENTS

YOUR FUNCTIONAL/TRANSFERABLE SKILLS These are the skills which you can use in any job or field that is of great interest or concern to you.	1.	2.	3.	4.	5.	Total Number of Check Marks
USING HANDS: assembly, building, operating tools or machinery, repairing, typing, showing dexterity or speed, making models						
USING WHOLE BODY: muscle coordination, physically active, doing outdoor activities, exercising, sports, camping, skiing, playing, traveling						
USING MIND: problem-solving, trouble shooting, researching analyzing, organizing, systemitizing, remembering, judging, evaluating, diagnosing, comparing						
USING INTUITION: showing foresight, perceiving, planning, acting on gut reactions, visualizing in third-dimension as in blueprint reading						
USING CREATIVITY: imagining, creating, inventing, designing, improvising, experimenting						
USING ARTISTIC ABILITIES: dealing creatively with colors, shapes, faces, spaces, music, paints, handicrafts, drawing, words, human bodies						
USING WORDS: reading, copying, communicating, talking, teaching, debating, public speaking, editing, training						
USING HELPING SKILLS: being kind, listening, understanding, healing, counseling, being of service						
USING PERSUASION: influencing others, selling, promoting, negotiating, recruiting, changing someone's mind						
USING LEADERSHIP SKILLS: initiating, organizing, leading, directing others, coordinating, managing, taking risks, making decisions, effecting change						
USING PERFORMING SKILLS: getting up before a group for profit and lecturing, demonstrating, making people laugh, acting, playing music						
USING SENSES: observing, examining- inspecting, diagnosing, showing attention to detail						
USING NUMBER SKILLS: taking inventory, counting, computing, bookkeeping, managing money, remembering numbers						
USING FOLLOW-THROUGH: using what others have developed, following instructions, doing detailed work, classifying, recording, filing, carrying out plans						

Adapted from the National Career Development Project

IDENTIFYING MY SKILLS (Brief)

Purpose: The skills that an individual possesses usually determine the occupation or occupations that person will enter. In this activity clients will be able to identify the skills they have, especially those that motivate them. This exercise should enhance clients' self-concepts by having them realize that they do possess skills.

Materials: *Identifying My Skills* worksheet; large sheet of paper or chalkboard.

Time: Approximately one hour.

Procedure:

1. Generate a discussion with the group to define the word "Skill". Questions might include:
   - What is a skill? *A skill is an ability to do things well with one's body or with tools. It is developed through practice.*
   - What are some examples of skills? *The group will usually name job-specific skills (typing, using an adding machine, running a drill press, etc.) when asked to give examples of skills.*
   - Where do we learn skills? *Clients often think that the only situation where one develops a skill is on a job. Emphasize to them though that skills are learned everywhere--at home, on jobs, doing volunteer work, performing a hobby, etc. We develop skills all our lives.*
2. At this point, clients should understand the concept of job-specific skills. Now it is time to teach them the meaning of transferable skills--those skills that we can transfer from one job to another. To teach this concept, use the following ideas:
   a) Write the words "clerk-typist" on a chalkboard or large sheet of paper. Ask clients to list all the the skills they can think of that a clerk-typist has. Write those skills on the board or paper.

The instructor may have to help the group identify skills other than job-specific ones. Examples - eye-hand coordination, math, reading and writing skills, organizing, talking, operating a machine, sitting still, etc. - as well as typing, filing, answering the phone, etc.

b) Now ask group - "What if there were no typewriters in the world? What other jobs could this person do with the skills we have listed?" Write the jobs that the group identifies on the chalkboard or paper. *Examples of jobs that the group may identify could include assembler, cosmetologist, accountant, keypunch operator, word processor, piano player, salesclerk, etc.*

c) Explain to client that the skills listed are transferable skills. They are skills that can be transferred from one job to a totally different job. They are different from job-specific skills which can only be used in similar jobs.

3. Pass out the *Identifying My Skills* worksheet to the group. Have them identify the job-specific skills and the transferable skills that they have developed in their lifetime.

4. Have clients circle those skills that they enjoy using and would like to use on a job. Also, have them list those skills that they do not possess but would like to learn. *These are the ones to have clients focus on as they match their skills with job and training possibilities.*

Follow-up: By analyzing their motivated skills and interests, clients should be ready at this point to begin the process of identifying occupations they are interested in exploring. After completion of this exercise, time should also be spent with clients to identify the work values and work environments that they desire on a job. This will allow them to be more specific in their exploration and eventual selection of a job.

Identifying My Skills

Skill - *an ability to do something well with one's body or with tools.*

Job Specific Skill - *skill that relates directly to a job, ex. typing, filing, driving a truck, etc.*

Transferable Skill - *a skill that can be used in many different jobs, ex. planning, communicating, managing money, etc.*

These are the job specific skills I have:

_____

_____

_____

These are the transferable skills I have:

_____

_____

_____

CIRCLE THOSE SKILLS YOU ENJOY USING AND WOULD LIKE TO USE ON A JOB.

These are the skills I want to learn:

_____

_____

_____

VOCABULARY BUILDING - IDENTIFYING MY STRENGTHS

Purpose: Clients frequently find that they can identify few strengths or qualities to "brag about". However, when clients are interviewed for a job, employers want to know what their strengths are. This exercise will help clients develop a vocabulary of character strength words from which they can build a personal list of words describing themselves.

Materials: A large sheet of paper, 3'x4', broken up into alphabetical squares, magic marker, 8½"x11" paper for clients' lists.

Time: Approximately one hour.

Procedure:

1. Ask clients to write down three strengths they have. Give them a few moments and then ask their reaction to the task. *You will probably hear that it was hard for them to think of strengths.*

2. Discuss the concept of cultural conditioning against bragging and ask clients to consider that they will have to "brag" to have a successful job interview. Explain the importance of having a large vocabulary of descriptive character strength words from which to choose in talking about oneself.

3. Tack up a large sheet of paper on which alphabetical letters are clearly blocked out. As clients list character strengths, write them on the paper. The process can begin by giving examples such as "neat", "accurate", "responsible" and then writing them under the proper letters.

4. Develop a list of words from group contributions, being careful to point out when a word or phrase does not apply. Give hints if some letter spaces are empty and encourage all group members to contribute to the vocabulary list. (See example, Part I.)

5. After the general list is complete, ask clients to make their own lists. Have clients take out sheets of paper to make three lists:

   a) *"Qualities I Possess."* Have them list the qualities they possess and write an example which demonstrates that quality or ability.

   b) *"Qualities I Want to Develop in Myself."* Have them list the qualities they want to develop and indicate at least one situation in which they want to develop that quality (ex. on-time - I want to be on-time to my classes). Ask clients to get as specific as possible about the situation or settings they want to work on because the more specific they are, the easier it will be to do the necessary work to develop the quality.

   c) *"Qualities Others Say I Possess."* Have clients list compliments others have given them. Explain that they may or may not care about being, for example, "organized", "neat" or "alert", but it is important for them to be aware of all their valued qualities, for employers may value them too.
   (See example, Part II.)

Follow-up: After completion of this exercise, clients should be able to identify their skills, give examples of them and verbalize this information. This will be helpful to them as they explore jobs, write resumes, and go on interviews.

a	b	c	d	e	f
accurate	bright	confident	dependable	efficient	friendly
alert	businesslike	creative	diligent	expressive	flexible
attractive	bilingual	capable	direct	enthusiastic	frugal
ambitious	bold	competent	down-to-earth	empathetic	firm
aggressive	blunt	cooperative	dedicated	economy-minded	fair
assertive	balanced	curious	diplomatic	effective	follow-through
anxious		competitive	dynamic	eloquent	
adaptable		conscientious	detail-oriented	even-tempered	
amiable		consistent		exact	
		courageous			

g	h	i	j	k	l
gracious	honest	industrious	just	kind	loyal
grateful	helpful	innovative	joyful	knowledgeable	logical
goal-oriented	happy	intelligent	jack-of-all-trades		lively
good-natured	hard-working	independent			[leader]
gregarious	harmonious	interested			[like self]
jealous	hardy	involved			low-key
	healthy	imaginative			

m	n	o	p	q	r
mature	neat	organized	punctual	quiet	responsible
motivated	nice	optimistic	patient	quick	realistic
methodical	natural	open-minded	persistent	questioning	reasonable
magnetic	nervy	outgoing	perceptive	qualified	risk-taking
mellow	nimble	original	practical	quota-table	resourceful
mobile	nonchalant	objective	persuasive		responsible
moderate	nurturing	observant	persevering		rational
masterful		orderly	professional		regular
musical			prioritizing		reflective
			poised		relaxed

s	t	u	v	w	x
sympathetic	steady	understanding	vivacious	well-groomed	
self-reliant	strong	unflagging	versatile	willing to learn	
self-starter		unique	valuable	wound	
[sense of humor]	tidy	unpretentious	venturesome		
skilled	tolerant	unvarnished	vigorous		
stable	tactful		vibrant		
straightforward	truthful				y
speedy	thick-skinned				youthful
systematic					
sociable					z
					zealous

From ACE Counseling Manual, L. M. Kurtz, 1977

VOCABULARY BUILDING EXERCISE, PART I

VOCABULARY EXERCISE, PART II

Vocabulary Exercise,

Personal list

Qualities I have now

dependable - I keep promises I make; always did ~~tasks~~ work required on gardening job

cooperative - willing to meet people halfway - see others' point of view - cooperated with co-workers

accurate - I do not let anything pass my eyes without rechecking

calm - I keep calm under pressure even when moving ~~house~~ and don't know where I'll be next

Qualities I Want to Develop

-self-confident - I want to have faith in myself and speak up when I have a different idea

- assertive - some

- firmness - I want to stop being take advantage of at home and at work. I want to stop giving in to doing things I shouldn't be asked to do.

outgoing - I want to feel more comfortable with people. I want to go up to people and have something to say.

Qualities Friends Say I Have

patient

responsive

calm

ASSESSMENT

Activities

1. Work Interest/Experience Inventory
2. _____
3. _____

Other Resources

1. ESA
2. _____
3. _____

WORK INTEREST/EXPERIENCE INVENTORY

Purpose: Clients need to inventory their work interests and experiences so that they can begin to focus on occupational areas to explore. Often they have difficulties doing this in an informal manner. This exercise will provide a format for clients to indicate their interests and experiences in ten occupational areas. Their responses can then be used as a starting point for career exploration.

Materials: *Work Interest/Experience Inventory.*

Time: Approximately one-half hour.

Procedure:

1. Discuss with clients the concept that people are most satisfied in jobs that are closest to their interests. This may be accomplished by asking clients which of their jobs they liked and why they liked them. *By reading with the group the first page of the inventory, this concept can be stressed.*

2. Have clients complete the inventory.

Follow-up: The interest information that clients have generated from this inventory can be used as their starting point for occupational exploration. A comparison can also be made between interest and experience. *For example, a client may indicate a low interest in an area but have a great amount of experience in that same area. This may indicate to a counselor that the client has gained a knowledge of the area, does not like working in it, and thus should avoid exploring jobs in that area.*

WORK INTEREST/EXPERIENCE INVENTORY

Most people are happiest in the jobs that are closest to their interests. However, one also needs to consider work experience, paid or unpaid, when choosing a job.

This inventory will help you think about the types of activities that you would like to do on a job and review your work experiences.

In the left column, place a check next to the activities you would like to do. Don't worry if you would be good at that activity or about your lack of training. Think only about if you would like to do that job.

In the right column, place a check next to those activities that you have done before.

A. I would like:		A. I have experience:
_____	selling clothes in a store	_____
_____	running a cash register	_____
_____	stocking shelves	_____
_____	selling products to stores	_____
_____	talking to customers	_____
_____	being a checkout clerk in a grocery store	_____
_____	ordering goods in a store	_____
_____	selling automobile parts	_____
_____	selling products over the phone	_____
Total _____		Total _____

B. I would enjoy:		B. I have experience:
_____	driving a truck	_____
_____	parking cars	_____
_____	driving a taxi	_____
_____	loading baggage on an airplane	_____
_____	sailing a ship	_____
_____	repairing airplanes	_____
_____	making plane reservations	_____
_____	filling out daily mileage reports	_____
_____	driving a bus	_____
Total _____		Total _____

C. I would enjoy:		C. I have experience:
_____	typing letters	_____
_____	answering telephones	_____
_____	filing letters and office forms	_____
_____	greeting visitors	_____
_____	keeping accounting records	_____
_____	using office machines	_____
_____	opening and sorting mail	_____
_____	checking if orders have been shipped	_____
_____	being a bank teller	_____
Total _____		Total _____

D. I would enjoy:		D. I have experience:
_____	designing clothes	_____
_____	playing or singing in a band	_____
_____	working in radio or TV	_____
_____	making floral arrangements	_____
_____	taking photographs	_____
_____	writing newspaper stories	_____
_____	acting in a play	_____
_____	drawing pictures	_____
_____	making jewelry	_____
Total _____		Total _____

E. I would enjoy:		E. I have experience:
_____	fixing a car or motorcycle	_____
_____	repairing a dented car fender	_____
_____	repairing radio and TV sets	_____
_____	fixing typewriters	_____
_____	repairing computers	_____
_____	repairing appliances	_____
_____	repairing fallen telephone lines	_____
_____	giving a car a tune-up	_____
_____	estimating repair costs	_____
Total _____		Total _____

F. I would like:		F. I have experience:
_____	waiting on tables	_____
_____	cleaning a house or hotel room	_____
_____	cutting and styling people's hair	_____
_____	preparing foods in a restaurant	_____
_____	caring for children	_____
_____	helping people who are ill	_____
_____	waxing floors or shampooing rugs	_____
_____	helping people to put on makeup	_____
_____	trimming and bathing animals	_____
Total _____		Total _____

G. I would like:		G. I have experience:
_____	driving an ambulance	_____
_____	caring for people in a hospital	_____
_____	giving first aid assistance	_____
_____	helping an animal doctor	_____
_____	working for a dentist	_____
_____	taking x-rays	_____
_____	keeping records of people's health	_____
_____	caring for people's teeth	_____
_____	caring for sick people in their home	_____
Total _____		Total _____

H. I would like:		H. I have experience:
_____	reading blueprints	_____
_____	building houses	_____
_____	fixing pipes, drains and sinks	_____
_____	wiring a house for electricity	_____
_____	painting a building	_____
_____	building solar energy panels for a house	_____
_____	building cabinets	_____
_____	helping a mason mix cement and lay bricks	_____
_____	driving a bulldozer	_____
Total _____		Total _____

I. I would like:		I. I have experience:
_____	assembling electronic parts	_____
_____	running a drill press	_____
_____	welding wires together	_____
_____	repairing factory machines	_____
_____	Making table legs on a lathe	_____
_____	driving a forklift	_____
_____	reading meters and adjusting valves	_____
_____	removing wastes from water	_____
_____	welding steel beams on a bridge	_____
Total _____		Total _____

J. I would like:		J. I have experience:
_____	growing crops	_____
_____	driving farm machinery	_____
_____	surveying land	_____
_____	tending plants in a nursery	_____
_____	raising animals	_____
_____	fishing commercially	_____
_____	cutting down trees	_____
_____	cutting flowers	_____
_____	cleaning brush	_____
Total _____		Total _____

Now let's fill in the section below to see what types of jobs interest you and in what areas you have experience. Go back and add up the checks in each part and write the number where it says "Total". Now write in the totals for each part here:

Interests		Experience
_____	Part A - Sales Jobs	_____
_____	Part B - Jobs in Transportation	_____
_____	Part C - Office Jobs	_____
_____	Part D - Creative Jobs	_____
_____	Part E - Mechanical and Repairing Jobs	_____
_____	Part F - Service Jobs	_____
_____	Part G - Jobs in the Health Field	_____
_____	Part H - Construction Jobs	_____
_____	Part I - Industrial/Factory Jobs	_____
_____	Part J - Jobs in Fishing, Farming Mining and Forestry	_____

1. List the areas with the three highest scores for interest:

   _____

   _____

   _____

   These are areas that you might begin to look at carefully to see if there are any jobs within them that interest you.

2. List the areas with the three highest scores for experience:

   _____

   _____

   _____

   This information may also help you in deciding which jobs you may want to explore.

3. List any areas you <u>don't</u> want to explore:

   _____

   _____

   That's important information, too.

EXPLORING JOBS

Activities

1. Work Experience
2. Informational Interviews
3. Comparing Jobs
4. _____
5. _____

Other Resources

1. _____
2. _____

WORK EXPERIENCE

Purpose: One of the first steps in the job exploration process is to evaluate past jobs. This worksheet will allow clients to take time to write down and examine their work history--emphasizing those activities they liked and disliked on the jobs. This information will be useful to them when identifying their skills but also as they prepare to write resumes and go on interviews while job hunting.

Materials: *Work Experience* worksheet.

Time: Approximately one-half hour.

Procedure: Distribute *Work Experience* worksheet to all clients and have them complete it. Encourage clients to be as detailed as possible when describing their jobs.

Follow-up:

1. If this worksheet is used during orientation, then it will become information that clients can refer to as they begin the job exploration process, especially during the skills identification activities.

2. This worksheet can also be used as an information base for writing a resume and organizing responses to interviewing questions.

WORK EXPERIENCE

For each job, paid and unpaid, starting with the present or most recent one, give the information asked for in each of the columns. Use as many action words as necessary to describe the activities which you did on the job, no matter how small. Be sure to list things (work itself, people, conditions, locations, etc.) that you liked and disliked about the job.

EMPLOYER City, State, Dates	TITLE & JOB DESCRIPTION List activities you did on the job	Things I liked MOST about the job	Things I liked LEAST about the job

INFORMATIONAL INTERVIEWS

Purpose: The best information about jobs can be obtained first hand from workers or training instructors. This exercise will teach clients how to gather information about jobs from primary sources, sources other than counselors and books. This method will also give clients a chance to develop their interviewing skills in a non-threatening situation in which they are interviewing workers and training instructors for information.

Materials: *Questions for Informational Interviews* worksheet, a large sheet of paper or a chalkboard.

Time: Approximately forty-five minutes.

Procedure:

1. Clients have identified through previous exercises the jobs or training programs they are interested in exploring. Tell them they are now ready to start gathering information about these jobs.

2. Have clients brainstorm questions they would like to ask about the jobs they are interested in. Write their questions on a chalkboard or a large sheet of paper.

3. When they have listed their questions, have clients make individual lists, prioritizing those questions which are most important. These questions should be based on the clients' personal values, job values and the work environments they have identified as wanting on a job. The instructor may give clients copies of the worksheet, *Questions for Informational Interviews,* to be used as a supplement to the questions identified by clients.

4. Explain that the best source of answers to the questions is someone who knows the job well. Explain that they will be given opportunity to interview workers and/or training instructors of jobs they are interested in.

5. Role-play with clients calling for an appointment and going out on an informational interview. Play the client interviewing for information and have a member from the group be the worker or the training instructor. Have the clients form groups of two and role-play the process they just observed. The clients are to practice being both interviewer and interviewee. The interviewer may use the questions listed earlier and the interviewee may respond as a worker from a job they have been employed at. It is important that clients have the opportunity to practice an informational interview before going on one. Emphasize that informational interviews should be only 15-20 minutes in length.

6. Have each client do an informational interview. *Clients may need assistance in developing resources for their informational interviews and making contacts.*

Follow-up: After they return from their informational interviews, discuss with clients:

- Did you enjoy the process?
- What information did you gather?
- Based on the information gathered, is this a job you want to receive training in?

This can be accomplished by going around the room and asking each client to give details of their informational interview or by meeting individually with clients. *After completing this process, clients will have more realistic information about the job they are interested in pursuing. The client now can make a better decision about whether or not to enter a CETA training program.*

QUESTIONS FOR INFORMATIONAL INTERVIEWS

1. How do you get into this kind of work?
2. What are the major job tasks? What are the major skills needed?
3. What are the physical demands of the job?
4. What are the hours?
5. What are the chances for steady income? What is the pay?
6. What are the chances for advancement?
7. What do you like about your job?
8. What do you dislike about your job?
9. Can you tell me about a typical day on your job?
10. How long is training?
11. What is training like?
12. Can you tell me what a typical day is like during training?
13. _____
14. _____
15. _____

COMPARING JOBS

Purpose: For a person to decide what job they would like to pursue, it is important that they evaluate those jobs that interest them. This worksheet allows clients to collect and compare information in an organized way. After analyzing the data, clients will be able to decide what their job/training choice is to be.

Materials: *Comparing Jobs* worksheet.

Time: Approximately 15 minutes to explain the worksheet. Individual counseling sessions will be needed as a client completes job exploration.

Procedure: Distribute *Comparing Jobs* worksheet to clients and have them complete as they explore the jobs they are interested in. This worksheet could be used as clients interview for information at training sites and job sites. It can also be used after training as clients begin job hunting.

Follow-up: After completion of this worksheet, a client will be able to decide which job they would like to pursue. Since few jobs will meet all the criteria that a person desires, a client may have to determine which criteria are most important to them. *For example, a job may have a lower salary, but its location may be convenient and it may be interesting work. A client may select that job because the positive criteria may overcome the lower salary.*

COMPARING JOBS

Rate each job on the factors in the left hand column according to the following scale:

5 Excellent
4 Good
3 Average
2 Fair
1 Poor

	Title of Job # 1	Title of Job # 2	Title of Job # 3
Beginning Salary			
Possibility of Raises			
Work Environment			
Physical Demands			
Convenience of Location			
Hours of Work			
Meets My Work Values			
Uses My Abilities			
Interesting Work			
Pressures			
Learning Opportunity			
Variety of Activities			
Opportunities for Advancement			
Other _____			
TOTAL SCORE			

SETTING GOALS

Activities

1. Goal Setting Maze
2. Where Do I Want to Go?
3. Lifeline
4. Time Pie
5. Budgeting
6. Barrier Identification
7. _____
8. _____

Other Resources

1. _____
2. _____

GOAL SETTING MAZE

Purpose: This exercise is a fun, creative way to begin the process of goal setting.

Materials: *Goal Setting Maze* worksheet.

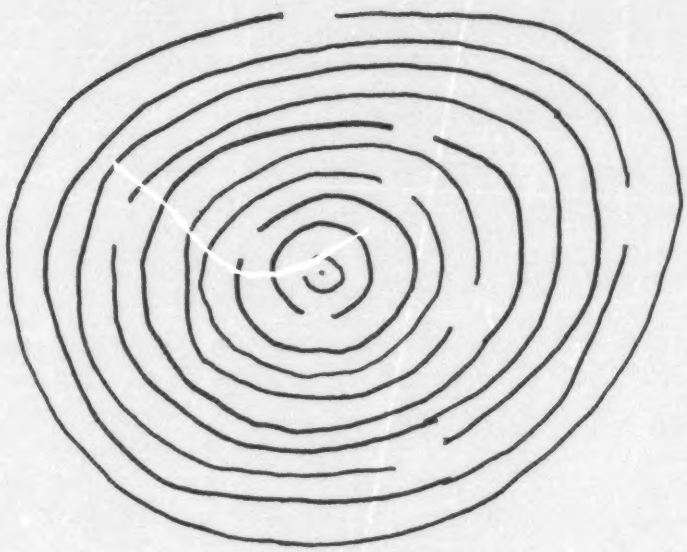
Time: Approximately ten minutes.

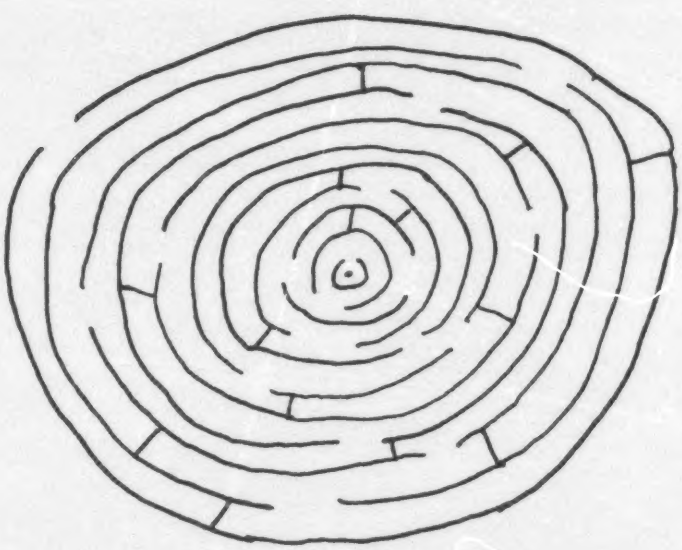
Procedure: Give clients the *Goal Setting Maze* worksheet and have them do the two mazes. *If anyone in the group is unfamiliar with mazes, discuss what a maze is before beginning the exercise. Avoid specifically telling them how to complete a maze.*

Follow-up:

1. Discuss the following questions with clients:
   - What problems did you have in achieving your goal of getting to the center? *Client responses will usually include "I had to go around the barriers", "I had to backtrack when I came to a barrier", etc.*
   - When you first were introduced to mazes, how did you learn to do them? *Clients often respond that they used trial and error until they became familiar with mazes and the process for completing them.*
2. Discuss with clients the relationship between mazes and goal setting. When achieving a goal, one may have to backtrack, overcome barriers, and develop a plan just as one does when completing a maze. Clients are now ready to begin the process of goal setting.

Goal Setting Maze





WHERE DO I WANT TO GO?

Purpose: Clients need to identify realistic short and long range goals to be achieved during training. This activity will teach clients the skill of goal setting and help them set goals.

Materials: *Setting Goals* worksheet, *Where Do I Want to Go?* worksheet, and *Aids to Successful Goal Setting* worksheet.

Time: Approximately forty-five minutes.

Procedure:

1. Ask clients to define the word 'Goal'. Encourage them to provide examples of different types of goals, i.e., personal, job-related, education, leisure, short range, long range, etc. *One definition of a goal is: "Goals are statements of the general outcome one desires".*

2. After defining the word 'Goal', give clients the worksheet, *Where Do I Want to Go?* Read the directions aloud and then have clients complete the worksheet. After it has been completed have clients share what they learned. Discussion questions might include:
   - Why did you attain some goals and not others?
   - Were your goals well planned?
   - Were your goals set by yourself? Did someone else set them for you?

3. Distribute worksheet, *Aids to Successful Goal Setting.* Discuss with clients the important elements of goal setting. *Be sure clients understand the concept of goal setting so that they will set realistic goals for themselves in the next exercise.*

4. Have clients complete the worksheet, *Setting Goals,* after reading the directions aloud with them. Encourage them to refer to the *Aids to Successful Goal Setting* worksheet for help in setting realistic, meaningful goals.

Follow-up:

1. Discuss with clients the characteristics of goal setting listed on *Aids to Successful Goal Setting. Goal setting is difficult for most persons because it involves making a commitment to a course of action. Many CETA clients have never attained their goals. This will be a new way of working for them--and probably threatening.*

2. Counselors may discuss individually with clients the goals they wish to achieve. *Clients may set very vague goals such as "to get a job" or "to be a better person". The counselor needs to ask the individual repeatedly to be more specific, until a realistic, tangible goal is articulated.*

SETTING GOALS

To help you determine meaningful goals for yourself, complete the following:

What you'd like to happen in one year

List here things you would like to learn to do, satisfying activities you'd like to be involved in, and things you want to strive toward during the next year. Keeping your values in mind, think in terms of jobs, recreation, family, education, etc.

_____

_____

_____

_____

_____

What you'd like to happen in one month

List here things you would like to learn to do, activities you'd like to be involved in, and things you want to strive toward during the next month. Some of these may be duplications of your first list.

_____

_____

_____

_____

WHERE DO I WANT TO GO?

It is important to have goals when you are making life choices for today and tomorrow. Goals are especially important for giving direction to your energy and for determining how you will spend your time. Setting goals can be a way of getting things moving, and goals can provide a yardstick against which to measure your progress.

Describe some aims or goals you have had in the past, indicating whether or not you attained them.

Goal	Attained	Not Attained
_____	____	____
_____	____	____
_____	____	____
_____	____	____
_____	____	____
_____	____	____
_____	____	____
_____	____	____
_____	____	____
_____	____	____
_____	____	____

AIDS TO SUCCESSFUL GOAL SETTING

The following questions should be asked as a goal is being set:

1. Is the goal achievable?
   - Can I accomplish it in the time span I have set?
   - Does the achievement of the goal depend only on me, and not on outside conditions over which I have no control?

2. Do I believe I can achieve this goal?
   - Will my skills and abilities be equal to this goal in the time span I have set?

3. Will I know when I have achieved it?
   - Have I set my goal in specific terms and defined when I attain it?

4. Do I want to do it?
   - Is the goal one that interests me and motivates me?
   - What benefits will I get from achieving my goal; do I have to sacrifice anything to achieve it?
   - Is the goal compatible with my values?

LIFELINE

Purpose: Goal setting and the accomplishment of those goals is an important concept for CETA participants to understand. This exercise will have the clients look at their whole life span --past, present and future--and the critical decisions they have made in it.

The emphasis of the exercise is on the personal responsibility clients have in influencing, or not influencing, their lives and the importance of goal setting to their future.

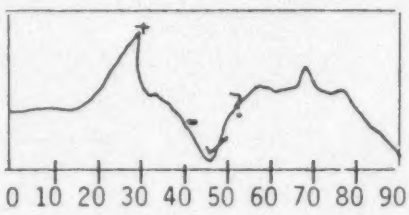
Materials: *Lifeline* worksheet and pencils.

Time: Approximately thirty minutes.

Procedure:

1. Introduce the concept of lifelines as a graphic representation of decisions that clients have made during their lives and the goals they hope to achieve. Reassure the clients that there are no right or wrong approaches to charting their lives. It is important to remind clients that they should respond honestly so that the exercise will be significant to them.

2. Have clients complete the *Lifeline* worksheet, charting their lives from beginning to end using a line to represent highs and lows. Draw a sample business progress chart to show clients how to draw their lifelines. Have clients indicate year segments on the bottom line of the box (see example). Avoid telling clients how to draw their lifelines or when they should end. These are decisions that each client has to make.



3. After drawing their lifelines, have the clients code the worksheet to indicate critical decisions in their lives.

4. When they have completed their lifelines, have them respond to the statement, *"My lifeline looks like this because . . . . "*

Follow-up: 1. After clients have shared their drawings and responses, bring them back together and lead a discussion with the whole group. Discussion questions may include:

- What have you discovered about yourself? *Recurring answers to this question reflect the recognition by clients that although they are unique individuals, there are many similarities of personal major events among group members.*
- Why is it important to set goals throughout our life? *Our goals determine our actions in life. The emphasis of this discussion should be on the personal responsibility one has for influencing, or not influencing, the major events of one's life. With this recognition, comes an awareness of the importance of goal setting to ensure control over one's future.*

2. After completing this exercise, clients should understand the importance of setting goals while they are CETA participants and their personal responsibility to accomplish those goals.

LIFELINE

A lifeline is a graphic representation of decisions, events and actions that influence one's life. Most lifelines differ from one person to another because we are each shaped by different events and decisions.

1. In the lifeline chart below, let the left edge of the box represent the beginning of your life, and the right edge represent the end of your life. Using the pattern of a business progress chart, draw a line in the box that represents your past, present, and future.

2. After you have drawn the line:

   Place (✓) to indicate where you are now.

   Place (+) at the point of the best decision you made.

   Place (-) at the point of the worst decision you made.

   Place (?) where you see an important decision coming up in the future.

3. Now that you have a graphic representation of your life, write a response to the following statement:

   My lifeline looks like this because . . . . . .

TIME PIE

Purpose: The pie exercise asks clients to inventory their time. The information is needed if clients hope to move from where they are to where they want to go. It raises questions about how they live their lives, and how their lives may change if they enter a CETA training program.

Materials: Blank sheets of paper, 8½"x11" or larger; pencils.

Time: Approximately one-half hour.

Procedure: Have client draw a circle (or pie) to represent a day. (See example) Then have the client estimate how many hours in a typical day he/she spends in the following areas:

- sleeping
- at school
- at work
- with friends
- with family
- eating
- leisure activities (examples: watching TV, playing pool, etc.)
- on miscellaneous activities (examples: job hunting, shopping, etc.)

Have the client draw slices in the pie to represent proportionately the part of the day spent on each area. Remind the client that there are only 24 hours in a day and remind them to be honest.

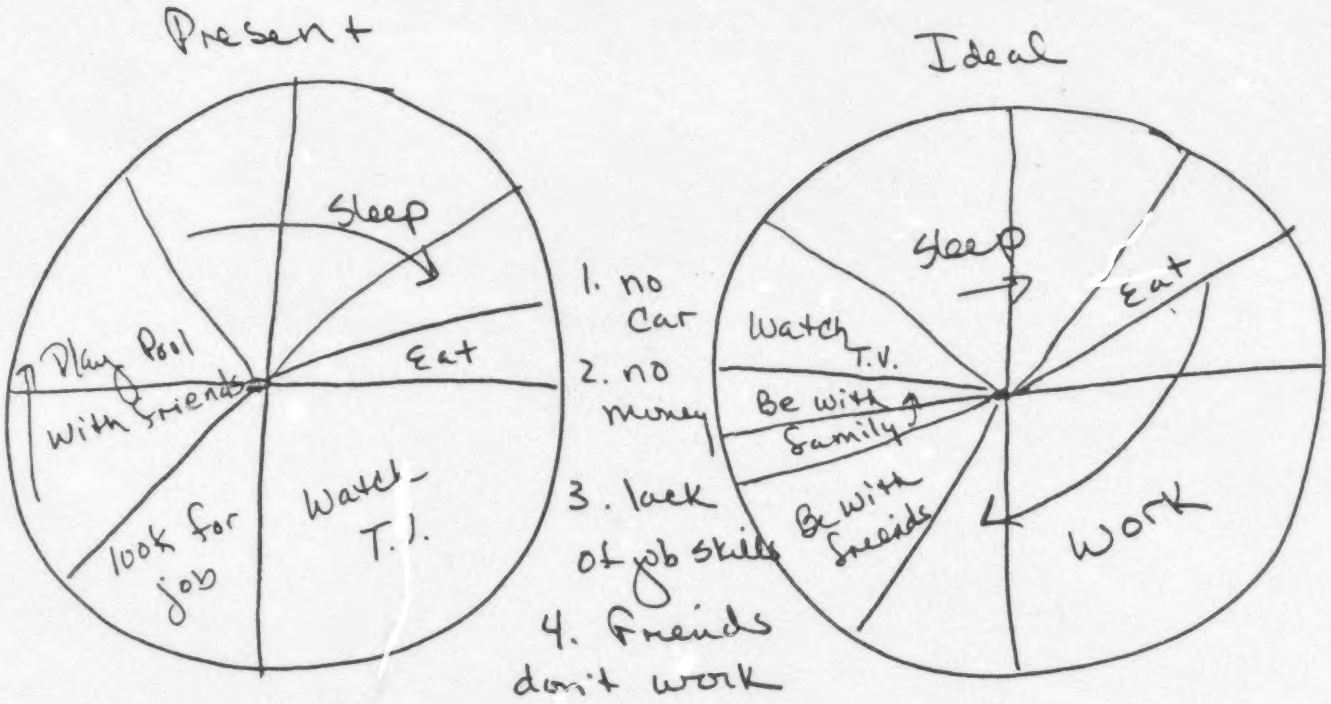
Follow-up: After the client completes the pie, ask the following questions:

1. "Are you satisfied with your pie?" "If not, how would you change it?" *On the same sheet of paper have the client draw his/her ideal pie of what they want their day to be like.*
2. "What barriers are preventing you from realizing your ideal pie?" *Have client list these barriers on the paper between the "present pie" and the "ideal pie".*

3. "What would your pie look like if you enter a CETA training program?" *Have the client draw a CETA pie to show the change. Have the client compare the pies. Ask if the client wants to move to the CETA pie. Be sure clients fully understand how their life style and the way they use their time will change if they enter a training program. Also discuss if the "CETA pie" will help them to achieve the "ideal pie".*

Do stress to the client that there is no right way to divide up a pie. Each person lives a different life. The focus of exercise is for clients to look more carefully at the way they are living their lives and to look at how their lives will change while they are in CETA training. It is the client's decision to decide if he wants that change in his life.

Time Pies



Pat's barriers to achieving ideal Pie

BUDGETING

Purpose: CETA clients need to be aware of the amount of money they spend each month to determine if their stipends during training will meet their expenses. This exercise will teach the concept of budgeting in a very real way because clients will be preparing their own budgets.

Materials: *Budgeting* and *My Monthly Budget* worksheets

Time: Approximately one hour.

Procedure:

1. Discuss with clients the concept of budgeting. Questions to discuss may include:
   - What is a budget?
   - Is it important to make a budget? If so, why?
   - How many of you have ever made a budget? How did you make one?
2. Distribute copies of the *Budgeting* and the *My Monthly Budget* worksheets to clients. Explain to them that their total income must equal total expenses.
3. Have clients complete the *Budgeting* worksheet individually. They are to complete it based on how they spend their money right now. *Encourage clients to be honest because this exercise is for them. This exercise may be done as a homework assignment once clients understand what they are to do.*

Follow-up: After completion of this exercise, counselors may wish to discuss each client's budget with them on an individual basis. The counselor should indicate to the client any problems with the budget and offer suggestions for correcting those problems. *This exercise is important because it will help clients determine if they can afford to be in a CETA Program. If one's expenses are much larger than one's income, a person has three choices: (1) to decrease expenses, if possible, (2) to increase income (example, part-time job) or (3) not to enter a CETA training program. These options should be clearly explained to clients.*

B U D G E T I N G

When you get paid while working in training, you will find that your paycheck can only go so far. To help make sure that you spend your money wisely, it is helpful to make a budget. A budget is a plan for spending money.

Spending money seems so easy to do. And that is the problem! It is easy to spend money. It is so easy that before we know it all our money is gone.

When you have a budget, and stick to it, you have some control over how fast you spend the money, and where you spend it.

As you begin to plan your monthly budget, remember a few things. Notice that some things on the budget do not come up every month--such as doctor and dentist care, furniture, and new clothes. But to help plan for these expenses, you should guess how much you are going to spend on these things for the coming year. Then divide those amounts by 12 to come up with the cost per month.

Once you know how much your expenses are going to be, then you can decide how you are going to spend the rest of your monthly income.

Remember - you only can spend as much as you make each month. So make sure your budget balances!

MY MONTHLY BUDGET

Income		Expenses	
Take Home Pay.	_____	**Housing**	
Other Income	_____	Rent	_____
TOTAL:	_____	Telephone	_____
		Gas, Electricity, Water.	_____
		Household Supplies, Other	_____
		Furniture	_____
		Food	
		Groceries	_____
		Outside Meals	_____
		Clothing	
		New	_____
		Laundry & Cleaning . . .	_____
		Personal	
		Grooming & Cosmetics . .	_____
		Medical	
		Doctor	_____
		Dentist.	_____
		Drugs & Health Products.	_____
		Medical Insurance. . . .	_____
		Transportation	
		Car Payment	_____
		Gas, Oil, Upkeep	_____
		Car Insurance	_____
		Bus, Train, Taxi Fares .	_____
		Child Care	_____
		Education & Recreation	
		Dances, Sports, Hobbies.	_____
		School	_____
		Church/Charity.	_____
		Debts	
		Credit Card Payments . .	_____
		Other Loans	_____
		Other Items	_____
		Savings	_____
		TOTAL:	_____

Total Income Must Equal Total Expenses

Developed by CETA Staff Development Project, October, 1979

BARRIER IDENTIFICATION

Purpose: As clients consider entering CETA training, it is helpful to identify roadblocks which might prevent them from succeeding. This exercise will help clients identify those barriers.

Materials: *Roadblocks to be Removed* worksheet, large sheet of paper or chalkboard, and pencils.

Time: Approximately thirty minutes.

Procedure:

1. Explain to clients that when people start something new, they need to identify barriers which might prevent them from being successful. The situation will be the same for clients as they start training. Have them think for a minute or two of things they may need to take care of before entrance into CETA. Have them brainstorm, using the following statement:

   Before I enter CETA training, I need . . .

   Have clients complete this statement with any needs or barriers they can think of. List the responses from the group on a large sheet of paper or chalkboard. *In brainstorming, all responses are accepted at face value, written down, and are not commented on. Encourage clients to accept this process and just think freely.*

2. Give clients copies of the *Roadblocks to be Removed* worksheet and have them complete it. There is space for clients to describe other barriers which may have been listed earlier during brainstorming.

Follow-up: After completion of the exercise, counselors may want to meet with clients individually to discuss identified barriers and to develop a plan for overcoming them.

ROADBLOCKS to be REMOVED

Before a person enters CETA training or takes a job, there are certain roadblocks that may need to be removed. Listed below are needs that you may have. Check off those that are appropriate to you. Your counselor will talk with you to help you find ways of overcoming these barriers so that you may successfully complete training and find a job.

Check off what you need before entrance into training or placement on a job:

_____ I need my children cared for while I am in training or working.

_____ I need money for food, rent, bills, etc.

_____ I need transportation to training.

_____ I need some place to stay.

_____ I need to learn skills needed for the job that interests me.

_____ I need better reading and math skills.

_____ I need to decide what job I would like to train for.

_____ I need to know what jobs I can do because of my health. (For example, I have a heart condition; I am an epileptic; I am pregnant.)

_____ I need _____

_____ I need _____

_____ I need _____

_____ I need _____

_____
(name)

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